

The *Michigan Harvest of the Month*™ featured fruit is

# apples



## Adventurous Activities

English Language Arts

**Strand:** Speaking & Listening

**Category:** Comprehension and Collaboration

**Anchor Standard #2: CCSS.ELA-LITERACY.CCRA.W.2**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GRADES	STANDARD CODES	STANDARD TEXTS
Kindergarten	CCSS.ELA-LITERACY.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Grade One	CCSS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Grade Two	CCSS.ELA-LITERACY.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Grade Three	CCSS.ELA-LITERACY.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade Four	CCSS.ELA-LITERACY.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade Five	CCSS.ELA-LITERACY.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade Six	CCSS.ELA-LITERACY.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Grade Seven	CCSS.ELA-LITERACY.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Grade Eight	CCSS.ELA-LITERACY.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

## Adventurous Activities continued

### English Language Arts

**Strand:** Speaking & Listening

**Category:** Comprehension and Collaboration

### Anchor Standard #2: CCSS.ELA-LITERACY.CCRA.W.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GRADES	STANDARD CODES	STANDARD TEXTS
Grade Band 9-10	CCSS.ELA-LITERACY. SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Grade Band 11-12	CCSS.ELA-LITERACY. SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

## Adventurous Activities

### English Language Arts

**Strand:** Writing

**Category:** Text Types and Purposes

### Anchor standard #3: CCSS.ELA-LITERACY.W.CCRA.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

GRADES	STANDARD CODES	STANDARD TEXTS
Kindergarten	CCSS.ELA-LITERACY.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Grade One	CCSS.ELA-LITERACY.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Grade Two	CCSS.ELA-LITERACY.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Grade Three	CCSS.ELA-LITERACY.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Grade Four Grade Five	CCSS.ELA-LITERACY.W.4.3 CCSS.ELA-LITERACY.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
Grade Six Grade Seven Grade Eight	CCSS.ELA-LITERACY.W.6.3 CCSS.ELA-LITERACY.W.7.3 CCSS.ELA-LITERACY.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Grade Band 9-10 Grade Band 11-12	CCSS.ELA-LITERACY. W.9-10.3 CCSS.ELA-LITERACY. W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

---

## Exploring Michigan Apples: Taste Testing

Science

Next Generation Science Standards

Science and Engineering Practice #3: Planning and carrying out investigations

GRADES	PRACTICE IDENTIFIERS	PRACTICE TEXTS
Grades K-2	NGSS Practice 3: K-2 application	With guidance, plan and conduct an investigation in collaboration with peers
Grades 3-5	NGSS Practice 3: 3-5 application	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
Grades 6-8	NGSS Practice 3: 6-8 application	Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation.
Grades 9-12	NGSS Practice 3: 9-12 application	Select appropriate tools to collect, record, analyze, and evaluate data.

---

## How Much Do I Need?

Mathematics

Standards for Mathematical Practice #2: Reason abstractly and quantitatively.

GRADES	STANDARD CODES	STANDARD TEXTS
Grades K-2	CCSS.MATH.CONTENT.MP2	Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

## Student Sleuths

English Language Arts

**Strand:** Writing

**Category:** Research to Build and Present Knowledge

**Anchor Standard #7: CCSS.ELA-LITERACY.CCRA.W.7**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

GRADES	STANDARD CODES	STANDARD TEXTS
Kindergarten	CSS.ELA-LITERACY.W.K.7 CCSS.ELA-LITERACY.W.1.7 CCSS.ELA-LITERACY.W.2.7	Participate in shared research and writing projects.
Grade Three	CCSS.ELA-LITERACY.W.3.7	Conduct short research projects that build knowledge about a topic.
Grade Four	CCSS.ELA-LITERACY.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Grade Five	CCSS.ELA-LITERACY.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Grade Six	CCSS.ELA-LITERACY.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Grade Seven	CCSS.ELA-LITERACY.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Grade Eight	CCSS.ELA-LITERACY.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Grade Band 9-10 Grade Band 11-12	CCSS.ELA-LITERACY.W.9-10.7 CCSS.ELA-LITERACY.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## Literature Links

ENGLISH LANGUAGE ARTS	COLUMN A INFORMATION TEXTS	COLUMN B FICTION TEXTS
Reading anchor standards #1 and #2	<b>CCSS.ELA-LITERACY.CCRA.R.1</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	<b>CCSS.ELA-LITERACY.CCRA.R.2</b> <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
Strands	Reading Informational Text	Reading Literature
Categories	Key Ideas and Details	Key Ideas and Details
Kindergarten	<b>CCSS.ELA-LITERACY.RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>CCSS.ELA-LITERACY.RL.K.2</b> With prompting and support, retell familiar stories, including key details.
Grade One	<b>CCSS.ELA-LITERACY.RI.1.1</b> Ask and answer questions about key details in a text.	<b>CCSS.ELA-LITERACY.RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Grade Two	<b>CCSS.ELA-LITERACY.RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>CCSS.ELA-LITERACY.RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Grade Three	<b>CCSS.ELA-LITERACY.RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>CCSS.ELA-LITERACY.RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Grade Four	<b>CCSS.ELA-LITERACY.RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>CCSS.ELA-LITERACY.RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Grade Five	<b>CCSS.ELA-LITERACY.RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>CCSS.ELA-LITERACY.RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Grade Six	<b>CCSS.ELA-LITERACY.RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>CCSS.ELA-LITERACY.RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

## Literature Links continued

ENGLISH LANGUAGE ARTS	COLUMN A INFORMATION TEXTS	COLUMN B FICTION TEXTS
Grade Seven	<p><b>CCSS.ELA-LITERACY.RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>CCSS.ELA-LITERACY.RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>
Grade Eight	<p><b>CCSS.ELA-LITERACY.RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>CCSS.ELA-LITERACY.RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>
Grade Band 9-10	<p><b>CCSS.ELA-LITERACY.RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>CCSS.ELA-LITERACY.RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
Grade Band 11-12	<p><b>CCSS.ELA-LITERACY.RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b>CCSS.ELA-LITERACY.RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>